DOCUMENT RESUME

ED 102 236 UD 014 753

AUTHOR Slavin, Jill A.; Taylor, Myrtice M.
TITLE Emergency School Aid Act Pilot Project. Final Report, 1973-74. Research and Development Report, Volume 7, Number 7, December, 1974.
INSTITUTION Atlanta Public Schools, Ga.
PUB DATE Dec 74
NOTE 48p.; Pages 27, 28, and 38 may not be clearly legible on reproduction, due to the print quality of the original

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS *Bilingual Education; Changing Attitudes; Elementary School Students; Integration Effects; *Program Evaluation; Race Relations; Racial Attitudes; Racial Integration; *Resident Camp Programs; School Integration; Spanish Speaking; Student Teacher Relationship; Urban Education
IDENTIFIERS *Atlanta; *Emergency School Aid Act; Georgia

ABSTRACT

The Atlanta Public Schools operated a pilot project under the Emergency School Aid Act (ESAA) from July 1, 1973 through June 30, 1974. The pilot project was subdivided into two parts. Part One, the Camp Learning Center Project, proposed the establishment of interdisciplinary educational, interracial, and cultural experiences in a camp setting for 1100 sixth grade pupils. Each child was enrolled in the program for a period of 13 weeks. During the first six weeks the children and their teacher planned the activities they would conduct at camp. The students prepared for this experience by studying a variety of subjects that would help them accomplish their goals. The children spent the seventh week at the Camp Learning Center, from Monday morning to Friday afternoon. While at camp, the children participated in group study, individual tutoring, and recreational and social activities. Following the camp week, the students continued their studies in their chosen areas and evaluated their camp experience for the final six weeks of the program. The major purpose of Part Two, the Bicultural project, was to reduce isolation and educational problems related to non-English speaking pupils and pupils with first language interferences. Thus the project proposed to extend services which would meet the needs of immigrant pupils and aid them in making proper adjustment in their learning situations. (Author/JM)

ED102236

RESEARCH AND DEVELOPMENT REPORT

VOL. VII, NO. 7 DECEMBER, 1974

EMERGENCY SCHOOL AID ACT

PILOT PROJECT

Final Report

1973-74

BEST AVAILABLE COPY

Atlanta Public Schools

Atlanta, Georgia

BEST COPY AVAILABLE

CD 014753

RESEARCH AND EVALUATION REPORT

VOL. VIII, NO. 7 December, 1976

EMERGENCY SCHOOL AID ACT
PILOT PROJECT
1973-74

A Final Report
Submitted to the
Regional Office of Education
Department of Health, Education, and Welfare

Prepared by

Part I
Jill A. Slavin
Research Assistant

Part II
Myrtice M. Taylor
Research Associate

Patrick Henning, Statistician

Dr. Jarvis Barnes
Assistant Superintendent
for Research and Evaluation

Dr. Alonzo A. Crim
Superintendent

Atlanta Public Schools
210 Pryor Street, S. W.
Atlanta, Georgia 30303

BOARD OF EDUCATION

OF THE

CITY OF ATLANTA

	Educational District
Mrs. Margaret Griggs	1
	2
Mrs. Angela Ioannides	3
Mr. Richard E. Raymar	4
Dr. Asa G. Yancey	5
Mrs. Carolyn Crowder	6
Mrs. June Cofer	At Large
Mrs. LeRoy A. Woodward	At Large
Dr. Benjamin E. Mays, President	At Large

Word Processing Staff: Josephine Cobb
Bert Landers
Ginger Lippitt

PART I

THE ESAA CAMP LEARNING CENTER

Staff

Project Coordinator -- J. P. Blackwood
Lead Teacher -- Ninth Christian
Remedial Assistant -- Jill Elarde
Statistician -- Conner Gaskin
Camp Nurse -- Vivian Foley

Consultants

Jack Short -- State Department
Dr. Lyd Smith -- Georgia State
Lonnie Love -- Dekalb County
Anna Brenner -- Atlanta Public Schools
Juanita Hicks -- Atlanta Public Schools
Reynold Thomas -- Atlanta Public Schools
Katherine Norfolk -- Atlanta Public Schools
Dr. Loy Gardner -- Georgia State
Ed Whitley -- Atlanta Public Schools
Gladys Peek -- Atlanta Public Schools
Alma Simmons -- Atlanta Public Schools
Lynn Hill -- Georgia Commissioner

Health Services

Dr. Ola Smith — Catherine Stone
Dr. William A. Moore — Dr. B. T. Elliott
Dr. James M. Fremont — Dr. Andrew J. Randolph

Advisors to Counselors

Jennie Brazzell -- Downtown Learning Center
Alfred Carmichael -- Turner High School
Ray Griggs -- Academy Theatre
John Hinton -- Fulton High School
Carmichelle McCray -- Archer High School
Anne Moore -- Alpharetta High School
Regina T. Jack -- North Fulton High School
O. K. Quimbley -- Roosevelt High School

Participating Schools

Schools	Principals	Teachers
Dobbs	John Welch	Barbara Riggs Sarah Hall
Forrest	Randall Gay	Gwendolyn Sims Ethel McCoy
Peoples	Annie L. Jackson	Ann Davis Mary Corbitt
O'Keefe	Elton Powers	Carolyn Payne Jacquelyn Carmichael
St. Anthony's	Sister Ann	Sister Geraldine Claudia Howell
Tull Mason	Jimmy Taylor	Barbara Jones Joyce Dutton Gwendolyn Miller
Hunnicutt	Elena Perkins	Florence Smith Ella Johnson
Gordon	Charles Pope	Sheila Springs Maxine Jones Mary Speights Sandra Collins
Moreland	Judson Pope	John Hutchinson Bessie Mitchell
Parkaire	Mary T. Jenkins	Betty Bryant
Continental Colony	Dan O. Dixon	Susie Bond Chris Lewis Shirley Arrington Raymond Ragsdale
Dresden	F. L. Pittsinger	Alma Kelly
Chamblee	Thomas J. Burleigh	Dan Reed

[illegible]

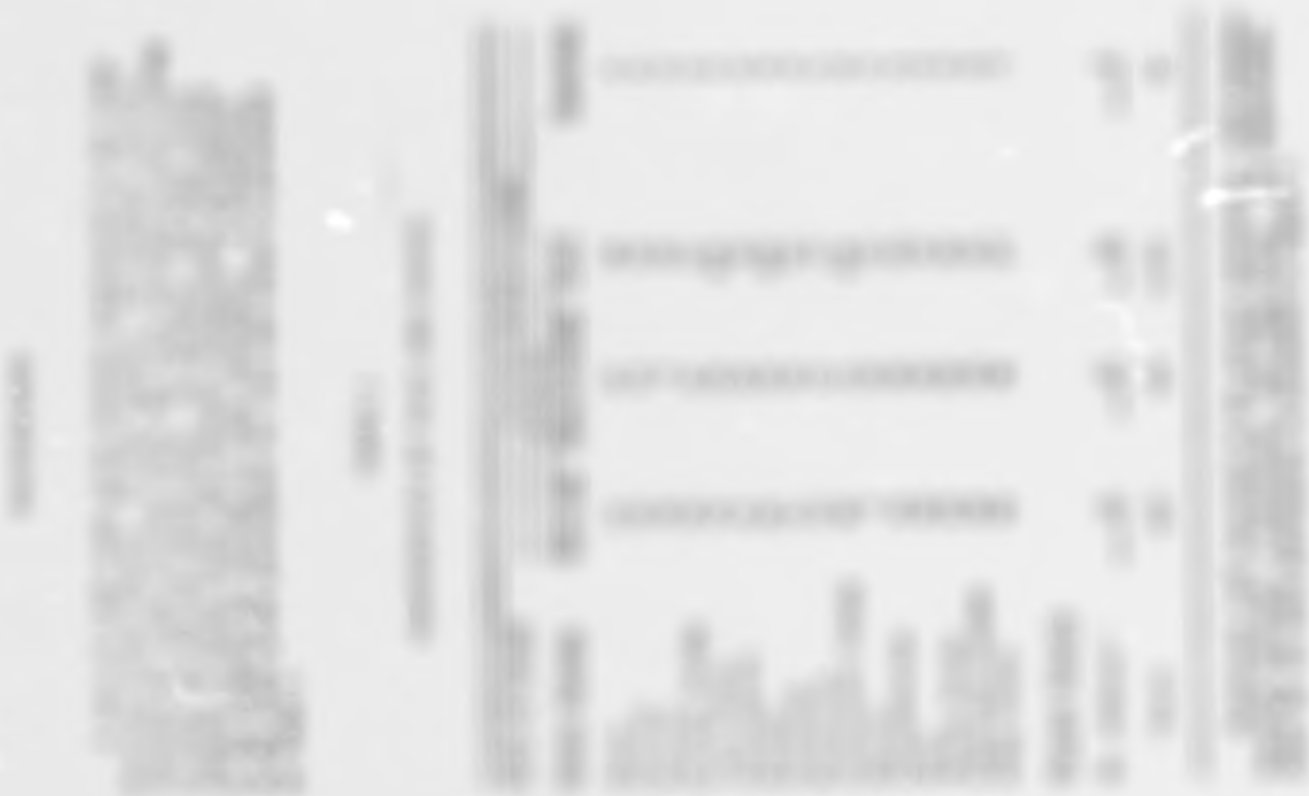

TABLE 2

SUMMARY OF IOWA TESTS OF BASIC SKILLS
PER CENT GAIN FOR ESAA CAMP STUDENTS
(SPRING, 1974)

School	Reading			Mathematics		
	Campers Only	All Sections	Total School	Campers Only	All Sections	Total School
Brewer	15,588	1,278	290	-4	38	64
Chattahoochee	114	75	45	80	28	32
Continental Colony	60	29	34	19	52	29
Forrest	45	165	25	344	-20	128
Gordon	-60	-25	-24	374	171	25
Guice	168	-4	11	-18	-48	10
Lakewood	119	108	15	-2	-28	-1
Long	-22	13	-23	-35	-40	-6
Moreland	-47	-4	-7	-24	-29	61
Morningside	132	95	6	-24	5	42
O'Keefe	-47	-34	-73	-34	-33	-73
Peeples	156	46	-28	35	34	6
Perkerson	-14	-12	253	-62	-2	87
Sutton	66	-6	19	-50	-34	-24
Waters	14	14	-2	93	48	28
West	116	92	31	-49	-45	15
Camp Schools (6th & 7th Graders)	28***	18**	7***	13	7	-2
System-Wide (6th & 7th Graders)			11			8
System-Wide (All Grades)			1			5

*N = 415
**N = 825
***N = 24,146

The matched data for mathematics show that the mean rate of increase in achievement was 13 per cent for the 408 camp participants. The 816 matched students attending the camp program classroom sessions accelerated their growth by 7 per cent compared to the 23,965 matched students in the system achieving a 5 per cent gain.

Another meaningful method of analysis of achievement is a comparison of the performances of the campers and of the total matched student bodies of their respective schools. Of the 16 schools participating in the program, 13 schools had the students who went to camp achieving a greater increase in reading than their total student bodies; and in 11 schools, the students attending the camp classroom sessions had greater increases than their total student bodies. Of the 415 matched campers, 82 per cent had a larger gain in reading than the total student bodies of their respective schools. Of the matched 825 students in the camp classroom sessions, 69 per cent achieved higher gains.

In mathematics, 45 per cent of the campers and 49 per cent of the classroom participants had greater increases in gain than the total population of their respective schools.

Because all the students participating in the camp program were either sixth or seventh graders, a third comparison focuses on both the combined and separate performances of the two grades. The scores for sixth and seventh graders are presented in Tables 3 and 4.

TABLE 3

SUMMARY OF IOWA TESTS OF BASIC SKILLS
PER CENT GAIN FOR SIXTH GRADE ESAA CAMP STUDENTS
(SPRING, 1974)

School	Reading			Mathematics		
	Campers Only	All Sections	Total School	Campers Only	All Sections	Total School
Brewer	15,588	1,278	1,299	-4	38	89
Chattahoochee	114	75	72	80	28	28
Continental Colony	60	29	33	19	52	48
Forrest	35	1	-35	-13	-24	-38
Gordon	-60	-27	-30	-27	-8	-8
Guice	26	-3	-8	-66	-70	-73
Lakewood	119	108	39	-2	-28	-28
Long	-22	13	-3	-35	-40	-23
Moreland	-47	-4	-4	-24	-29	-30
Morningside	132	95	78	-24	5	-3
O'Keefe	-47	-34	-35	-34	-33	-33
Peeples	238	84	84	63	53	53
Perkerson	-14	-12	-30	-62	-2	5
Sutton	66	-6	-6	-50	-34	-7
Waters	14	14	0	93	48	95
West	116	92	95	-49	-45	-43
Camp Schools (6th Graders)	31	19	36	-15	-14	-4
System-Wide (6th Graders)			26			0

BEST COPY AVAILABLE

TABLE 4

SUMMARY OF IOWA TESTS OF BASIC SKILLS
PER CENT GAIN FOR SEVENTH GRADE ESAA CAMP STUDENTS
(SPRING, 1974)

School	Reading			Mathematics		
	Campers Only	All Sections	Total School	Campers Only	All Sections	Total School
Brown	--	--	92	--	--	99
Chattahoochee	--	--	-25	--	--	87
Continental Colony	--	--	98	--	--	-37
Forrest	264	1,864	--	8,900	21	--
Gordon	-59	-22	-13	759	360	337
Guice	971	-9	-13	415	42	14
Lakewood	--	--	-65	--	--	-56
Long	--	--	-40	--	--	8
Moreland	--	--	3	--	--	406
Morningside	--	--	--	--	--	--
O'Keefe	--	--	-92	--	--	-94
Peeples	-78	-44	-49	-40	-19	4
Perkerson	--	--	-30	--	--	5
Sutton	--	--	39	--	--	-37
Waters	--	--	-38	--	--	43
West	--	--	33	--	--	68
Camp Schools (7th Graders)	-1	5	-17	306	213	1
System-Wide (7th Graders)			-3			15

In reading, the 2,112 matched sixth and seventh graders in the participating schools had an increase in achievement of 7 per cent, while the 9,942 matched students in the total sixth and seventh grades of the system had an increase of 11 per cent, compared to the 28 per cent increase of the 415 matched sixth and seventh grade campers.

In mathematics, the 2,128 matched sixth and seventh grade students in the participating schools had a -2 per cent decrease in gain, while the 9,856 matched system-wide sixth and seventh graders had a mean increase of 8 per cent, compared to the 13 per cent increase of the 408 matched sixth and seventh grade camp participants.

Separate examinations of the sixth and seventh grade performances show the 377 matched sixth grade camp participants achieved a 31 per cent increase in gain in reading, while the total system sixth grade population of 4,721 matched students had a 26 per cent increase in gain. The 38 seventh grade campers had -1 per cent decrease, while the system had a -3 per cent decrease in reading.

In mathematics, the 372 sixth grade campers with matched scores had a -15 per cent mean decrease in performance while the 4,667 matched sixth graders in the system had a zero per cent gain. The 36 matched seventh grade camp participants achieved a 306 per cent gain compared to the 15 per cent gain of 5,189 system-wide seventh grade students with matched data.

Further analysis of increases in achievement shows 57 per cent of the campers achieved a greater increase in gain than the system-wide gain in reading, and these 57 per cent of campers also had greater than a 25 per cent mean gain, while 51 per cent achieved greater than a 50 per cent increase in gain.

A comparison of matched mathematics scores shows that 46 per cent of the camp participants achieved a greater increase in gain than the system gain, and 36 per cent of the campers had greater than a 25 per cent mean gain, while 30 per cent had more than a 50 per cent increase in gain.

In summary, the analysis of reading and mathematics growth rates in 1974 over 1973 for students in the camp learning program compared to the growth rates for all the students in the system revealed:

1. About 63 per cent of the camp participants, about 85 per cent of the students attending the camp classroom sessions, and about 50 per cent of the total system population have been in the school system and have test data for the three-year period studied.

2. In reading, the sixth and seventh grade campers achieved a 28 per cent increase in performance, the total sixth and seventh grades of the participating schools achieved a 7 per cent increase, and the total sixth and seventh grades of the system had an 11 per cent increase; while the system as a whole had a 1 per cent increase in gain. Singularly, the sixth grade campers achieved a 31 per cent increase in gain. Also, 82 per cent of the camp participants had a larger gain than the gain achieved by their respective schools, and 51 per cent had greater than a 50 per cent mean gain.

3. In mathematics, the sixth and seventh grade campers achieved

BEST COPY AVAILABLE

a 13 per cent increase in gain, the total sixth and seventh grades of the participating schools had a -2 per cent decrease in gain, and the total sixth and seventh grade of the system had an 8 per cent increase; while the total system had a 5 per cent increase. The seventh grade campers achieved a 306 per cent increase in gain. Also, 45 per cent of the campers achieved a higher increase in gain than their respective schools, and 30 per cent had more than a 50 per cent mean gain.

The results of the comparisons are quite significant. Although these results reflect favorably upon the camp program, it is not certain whether these can be totally attributed to it. Many of the students were attending integrated schools for the first time, and a large proportion were receiving other ESAA and/or Title I services. That the students who attended camp performed better than their peers in reading and mathematics achievement, however, is indisputable and encouraging.

Objective III -- Social Development

The SOS yields t scores for each of eight different subscales. Conversion to the t score allows for comparison of a group of students -- a t score of 50 indicates average performance. The pretest and posttest scores for all camp participants are presented in Table 5.

TABLE 5

SUMMARY OF t TESTS FOR PRETEST AND POSTTEST SELF-OBSERVATION SCALES SCORES OF ALL PARTICIPANTS

	Pretest (n=573)		Posttest (n=649		
Subscale	Mean	Standard Deviation	Mean	Standard Deviation	t
Self-Acceptance	51.93	7.98	50.58	9.83	-2.61**
Self-Security	48.23	6.84	49.38	10.91	+2.17
Social Maturity	46.73	7.70	46.59	10.51	+0.22
Peer Affiliation	49.38	7.46	49.60	9.13	+0.46
School Affiliation	55.41	10.10	52.42	10.90	-4.95**
Teacher Affiliation	49.93	7.80	47.84	10.37	-3.96**
Social Confidence	45.06	9.60	47.37	9.70	+4.17**
Achievement Motivation	47.77	9.50	49.01	9.90	+2.32

**significant at .01 level

As can be seen in Table 5, the participants made statistically significant gains in the area of social confidence and exhibited significant losses in the areas of self-acceptance, school affiliation, and teacher affiliation. It is important to note, however, that the majority of activities designed to promote social development were conducted at camp and so a separate examination of the scores of those children who actually attended camp would appear to be more relevant. The scores for campers, only, may be found in Table 6.

TABLE 6

SUMMARY OF t TESTS FOR PRETEST AND POSTTEST SELF-OBSERVATION SCALES SCORES OF CAMPERS ONLY

	Pretest (n=430)		Posttest (n=564)		
Subscale	Mean	Standard Deviation	Mean	Standard Deviation	t
Self-Acceptance	51.80	7.92	50.75	9.65	-1.83
Self-Security	48.50	6.96	50.20	9.76	+3.07**
Social Maturity	46.22	7.54	46.65	7.54	+0.72
Peer Affiliation	49.23	7.40	49.72	8.92	+0.92
School Affiliation	55.25	10.12	52.44	10.97	-4.14*
Teacher Affiliation	49.73	7.91	47.90	10.27	-3.07*
Social Confidence	45.19	9.56	47.23	9.58	+3.33*
Achievement Motivation	47.50	9.66	49.26	9.53	+2.94*

*significant at .05 level
**significant at .01 level

As is indicated in Table 6, statistically significant gains were made in three areas and significant losses were obtained for two areas. In addition, there was a trend in the desired direction for two additional subscales.

A third analysis of the test results was performed by comparing the posttest scores of the campers with the scores of 2,531 other students who took the test in May of 1974. This analysis may be found in Table 7.

BEST COPY AVAILABLE

TABLE 7

SUMMARY OF t TESTS COMPARING POSTTEST CAMP SCORES WITH SYSTEM-WIDE SCORES ON SELF-OBSERVATION SCALES

Subscale	Campers (n=364) Mean	Campers (n=364) Standard Deviation	System (n=7,331) Mean	System (n=7,331) Standard Deviation	t
Self Acceptance	50.75	9.65	50.03	9.65	+1.88
Self Security	50.20	9.76	47.20	9.82	+6.37*
Social Maturity	46.65	10.06	41.26	12.21	+8.72*
Peer Affiliation	49.72	2.92	46.51	9.81	+7.14*
School Affiliation	52.48	10.97	56.92	10.75	-8.92*
Teacher Affiliation	47.90	10.27	47.81	9.65	+0.11
Social Conditions	47.23	9.58	42.45	9.65	+10.84*
Achievement Motivation	49.26	9.13	49.18	10.15	+0.21

*significant at .05 level

When campers are compared against the performance of all students who took the test, the campers achieved significantly higher scores on four of the subscales than did the student population at large. In one area, school affiliation, the system-wide scores were significantly higher than were the camper's scores.

Within the limits of the test instrument, then, it would appear that students participating in the full camp program demonstrated significantly higher development in the areas of self-security, social maturity, peer affiliation and social conditions, but are below average for the system in school affiliation. The performance of the campers on the remaining three subscales -- self acceptance, teacher affiliation, and achievement motivation also tends to be higher than that of the system-wide sample, but not significantly so.

Objective IV -- Environmental Studies Achievement

As described previously, three separate science achievement tests were constructed and administered according to the camp session attended. The third test was administered to all three spring camping groups as the programs at each of these sessions were judged to be similar. The test scores for each session are presented in Table 8.

TABLE 8

SUMMARY OF SCIENCE TEST SCORES

Session	No. of Students	Mean Score	Total Possible Score
I	37	78.51	100
II	46	89.13	100
III, IV, V	418	48.32	100

As can be seen in Table 8, there was considerable difference in achievement among the three groups. This is to be expected, however, as three different, unstandardized measures which are not comparable were used.

As is indicated in the table, the mean score for Test I was 78 out of 100 points, for Test II, 89 out of 100 points, and for Test III, 48 out of 100 points. In constructing the tests, each group of teachers determined that a score of 50 would be considered satisfactory. Thus, the majority of students taking the first two tests scored considerably higher than passing grades, while the average grade for those students administered the third test was slightly less than satisfactory. No differences were found when campers were compared to noncamper participants.

No definite evaluation of the science education component can be made on the basis of these admittedly limited instruments. Due to organizational problems mentioned previously, the tests were constructed without a pilot study and were administered to only half of the participants. Since it was not possible to use a pretest posttest design, it is difficult to assess whether or not the students had made significant gains in their knowledge of the concepts being measured. It is felt by the project staff that an ongoing evaluation of attainment of each concept, as it is presented, will yield far more meaningful information.

Results of Surveys

In an effort to assist the staff in improving the operation of the Camp Learning Center, staff-constructed surveys were administered to students and teachers one week after they returned from camp. A total of 32 surveys were returned by the teachers, and the results are summarized in Table 9.

BEST COPY AVAILABLE

TABLE 9

SUMMARY OF RESPONSES TO TEACHER SURVEY

Topic	Number of Responses: Positive	Negative	Undecided	No Response
1. Worth of Experience	32	0	0	0
a. Academic Activities	28	0	1	3
b. Group Interaction	28	2	0	2
c. Varying Ethnic Experiences	30	2	0	0
d. Teacher-Student Interaction	28	0	1	3
2. Motivation for Academic Learning	28	3	1	2
3. Adequacy of Academic Program	22	5	4	5
4. Desire for Continuation	30	0	1	1
5. Adequacy of Teacher Training	15	12	3	2
Mean	24	4	2	3

As can be seen on the table, the majority of responses to the program were favorable. The single area which received a significant number of negative responses was that of teacher training activities. Most of the teachers indicated satisfaction with the workshops, themselves, but felt that more of this type of activity needed to be included.

A total of 614 student questionnaires were returned and are summarized in Table 10.

As Table 10 indicates, 88 per cent of the students had favorable reactions to the camp experience. It is interesting to note that many of the attitude which showed no change on the BOS appeared to be favorably affected when viewed through the eyes of the children, themselves, and the favorable gains on others are corroborated. Eighty per cent indicated improved attitude toward their teachers; 78 per cent noted improved attitude toward school; and 78 per cent showed improved attitude toward peers.

TABLE 10

SUMMARY OF RESPONSES TO STUDENT SURVEY

Topic	Number Positive	Per Cent Positive	Number Negative	Per Cent Negative
1. Worth of Experience	602	98	12	2
2. Camp as Learning Experience	548	90	25	4
3. Change in Attitude Toward School	478	78	131	22
4. Ability to Get Along with Students from Other Schools	557	94	57	10
5. Change in Relationship with Teacher	491	80	123	20
6. Attitude Toward Children of Other Races	534	86	61	14
7. Desire to Repeat Experiences	553	93	41	7
Mean	534	88	73	12

CONCLUSIONS AND RECOMMENDATIONS

On the basis of the foregoing analysis of the data, several conclusions were reached:

1. Students participating in the Camp Learning Center project made significantly higher gains in reading and mathematics achievement during the 1970-71 school year as compared with their rate of gain for the previous school year than did:

   a. Their classmates who did not attend camp

   b. Other children in their school

   c. Other children across the school system

2. Students participating in the full camp program demonstrated significantly improved attitudes toward school, teachers, and peers as measured by selected paper and pencil surveys. In addition, students demonstrated favorable gains in the areas of self-security, moral conformity, and achievement motivation as measured by a standardized self-concept test. Further, camping students achieved significantly higher scores on test subscales of the test than Old students who had not participated in the program.

3. The majority of students were not able to pass a pre-test and post-assessment studies test constructed by their teachers following a 10-week exposure to the program.

The experience gained during this last year pilot study has indicated several areas of concern and recommendations for change.

One of the major concerns is that the Camp Learning Center Program as it was conducted may not have been intensive enough to produce its desired results. Previous experiences using an educational camp setting under the Emergency School Assistance Program showed that while one week's exposure to the camp situation produced little change in the measured areas, significant changes were obtained with two week's exposure. It is also felt that the present program may not have allowed sufficient time to properly prepare teachers for implementation and that it may be sufficient, in the long run, to attempt to train a large number of teachers to be specialists in outdoor education. It is, therefore, felt that a program which would involve the participants for a full school year rather than the present 10 weeks might have greater chance for success, and that a permanent camp staff would be better trained to carry out the program.

Another area of concern involves the number of permanent project staff members provided in the structure of the present program. It is felt that the number of staff members was inadequate to conduct all of the activities called for, that too many of the areas of responsibility had to be handled by too few people, and that it is possible that too much reliance was laid on volunteer staff members to insure the success of the program. It is, therefore, felt that the services of consultants, who are experts in the various areas to be included in the proposed program, would be vital to the future success of this program.

A final area of concern lies in the budgetary allocation for the project. In addition to the obvious problems of a rapidly rising cost of living, which is of special concern to this project as children must be housed and fed at camp, it is generally felt that a higher per-pupil expenditure could sometimes provide to the future success of the project by providing the necessary staff services and materials to properly conduct the program.

It was the general consensus of all those associated with the program -- staff, principals, teachers, and parents, -- that the Camp Learning Center is a promising approach to reducing some of the problems in the elementary schools directed to school desegregation. It is felt that, with the program changes mentioned previously, the second year of the project should provide clearly identifiable and desirable changes in the academic and social development of the participating students.

[illegible] — [illegible]

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] schools received [illegible] through the [illegible] [illegible] and [illegible] schools. Kids [illegible] to [illegible] the [illegible] [illegible] [illegible]. [illegible] [illegible] [illegible]

[illegible] Level
Camp Project

Science Evaluation

3rd, 4th, and 5th Camping Sessions

Part I

Directions: Match column A with column B by placing the letter of the answers in col. B in the space provided by each term in Column A.

Column A	Column B
1. Top soil _____	A. The second layer of soil which contains no humus.
2. Acid soil _____	B. The dark substance of the earth formed by decayed plants and animals.
3. pH scale _____	C. The part of the earth made of mostly rock.
4. Parent Material _____	D. The instrument for determining the degree of alkaline or acid in soil.
5. Humus _____	E. The upper layer of the earth which contains the vegetation.
6. Sub soil _____	F. Soil which has a pH of 3.
7. Alkali soil _____	G. Soil which has a pH of 12.

Part II

Directions: Place a check by the one answer that best fits the statement.

1. When doing a soil testing experiment, which of the following would you most likely try to determine:
   A. Carbon dioxide content _____
   B. Wetness of soil _____
   C. The pH factor
   D. The thickness of soil _____

2. When testing soil, which of the following terms would best classify the results:
   A. Neutral or clay _____
   B. [illegible] or alkaline _____
   C. [illegible] acid _____
   D. [illegible] dry _____

3. When the results of the soil testing experiment was 7 that meant the soil was:
   A. No good for growing plants _____
   B. Slightly acidic _____
   C. Slightly alkaline _____
   D. Neutral _____

4. All soil has a pH factor ranging between:
   A. 1 - 10 _____
   B. 0 - 20 _____
   C. 1 - 14 _____
   D. 7 - 17 _____

5. A soil that doesn't have the proper pH factor for a particular type of plant can:
   A. Only be thrown away _____
   B. Use a fertilizer to change the pH factor _____
   C. Watered frequently to change the pH factor _____
   D. Give it a lot of sun to change the pH factor _____

6. Nitrogen fixing bacteria can be found on the roots of which of the following plants:
   A. Weeds _____
   B. Clover _____
   C. flowering _____
   D. Grass _____

Part III

Directions: Read the underlined words in items 1 - 3. Find the answer below that best tells the meaning of the word. Check only one answer.

1. Texture
   A. Smooth _____
   B. Feel _____
   C. Clay _____

2. Potassium
   A. Acid _____
   B. Liquid _____
   C. Metallic element _____

3. Soil
   A. ground _____
   B. black _____
   C. gritty _____

BEST COPY AVAILABLE

A. [illegible]

a. Physical and chemical properties _____
b. Hardness and softness of earth _____
C. Depth and thickness of parent material _____

5. Parent Material

A. clay _____
B. sand _____
C. rock _____

Part IV

Directions: Check the answer that best fits the statement.

1. An organism is which of the following:

A. Any living thing _____
B. Any dead thing _____
C. Any living plant _____
D. Any living animal _____

2. In the water testing experiments, we tested for:

A. Food _____
B. Light _____
C. Oxygen _____
D. Temperature _____

3. The thermometer was used to determine the:

A. Food _____
B. Light _____
C. Oxygen _____
D. Temperature _____

4. The main purpose for testing water at Jackson's Lake is:

A. To determine if the water can support life _____
B. To determine if the water is hard or soft _____
C. To determine if the water is clear or muddy _____
D. To determine if the water has good taste _____

5. One way of determining if water is suitable for living things depends largely on its:

A. The amount of nitrogen _____
B. The amount of phosphorus _____
C. The Oxygen content _____
D. The calcium content _____

6. One of the reasons water becomes unfit for living things can be attributed to:

A. Erosion of sand and rocks _____
B. Pollution by foreign materials _____
C. Become too warm from sunlight _____
D. Become over-crowded by living things _____

7. Tell if the following statement is true or false. (If any part is false, all of it must be false).

All living things are related in some way, but in many cases some living things actually depend on each other for their very existence. Animals depend on plants and plants in some way on animals. Everything is centered around the sun, plants, animals and the soil. _____.

BEST COPY AVAILABLE

Workshop Evaluation -- Teachers

DATE:_____ SCHOOL:_____

Please help us to evaluate the merit of holding similar workshops for other teachers in the project. Please be completely candid in your responses as they will determine whether or not we will continue this method of orientation.

1. Do you feel it is important for the teachers to become familiar with the campsite before the camp session?

   Yes___ No___ No Opinion___

   Comments _____

2. Was the material presented in the workshop relevant to your role as a project teacher?

   Yes___ No___ No Opinion___

   Comments _____

3. Do you feel you received sufficient information from the workshop to help you in preparing the children for the Camp Learning Center program?

   Yes___ No___ No Opinion___

   Comments _____

4. Do you feel the workshop was of sufficient importance to warrant the expense of hiring supply teachers to cover your classes at school?

   Yes___ No___ No Opinion___

   Comments _____

5. Can you suggest any alternative method(s) of preparing teachers for the Camp-Learning Center program?

   _____

6. What were the strengths of the workshop?

   _____

7. What were the weaknesses of the workshop?

   _____

8. What changes would you make for future workshops?

   _____

9. In general, did you feel the workshop was: (Check one)

   ___Of great value to me.
   ___Of some value but not essential to me.
   ___Of little value to me.

10. Additional Comments: (Use reverse side if necessary.)

    _____

BEST COPY AVAILABLE

CAMP LEARNING CENTER

STUDENT QUESTIONAIRE

QUESTION | YES | NO

1. Was your camping experience a worthwhile experience? ____ ____

Comments _____

_____

_____

2. Would you consider this project a learning experience? ____ ____

Comments _____

_____

_____

3. Has this experience influenced your attitude toward school in a positive way? ____ ____

Comments _____

_____

_____

4. Were you able to mix well with the children from other schools? ____ ____

Comments _____

_____

_____

5. Has the camping program brought about a closer relationship between you and your teacher? ____ ____

Comments _____

_____

_____

QUESTION | YES | NO

6. As a result of the camping experience, is your attitude more positive toward children of another race? ____ ____

Comments _____

_____

_____

7. If given the opportunity, would you like to participate in a similar camping experience? ____ ____

Comments _____

_____

_____

BEST COPY AVAILABLE

APPENDIX D

ATLANTA PUBLIC SCHOOLS

[illegible]

[illegible]

[illegible]

To: Parents

From: Dr. B. Thomas, Principal

Re: Mini Camp Learning Center

This year we are planning a very special instructional program for sixth grade students. It is hoped it will help the needs of the students through exploration in physical education, health, science, social studies, and various other instructional activities.

Students from the selected sixth schools will go to campsites and facilities in the state parks. There will be no charge for the excellent camping experience for your child. The trip will take them up at the school between [illegible] on [illegible] and return them to the school November 15, 1974, at 3:00 p.m.

Applications are to be completed and returned to the principal by Friday, October 18, 1974.

Sincerely,

cc: Mr. Harold Ray, Principal
Perkerson Junior University School

Mrs. Annie L. Johnson, Principal
Peoples Street Elementary School

Mr. John Wilson, Principal
Usher Elementary School

BEST COPY AVAILABLE

Atlanta Public Schools

Mini Camp Project Part I

Camp Learning Center

Dates _____, 19____

Child's Name _____
(Last) (First) (Middle)

Parent(s) or Guardian's Name _____ Phone Number _____

Address _____
(Street) (City) (Zip Code) (County)

Birthdate _____ Sex_____ Place of Birth _____
(Month) (Day) (Yr) (City) (State)

Student Permit:

_____ has my permission to be involved in this project and to go on a camping trip with his class with the knowledge that such trips will be primarily nature study, and further upon that I/we will not cause such or his acts for the loss or damage caused by or arising out of normal camping activities and projects. I hereby give my consent and authorize the Atlanta Public School System to use and administer the care and protection of minor grades taken of my child in connection with the camp experience. Camping insurance will be provided for the children.*

Dated _____ Parent(s)' Signature _____

Return the application to the principal of your school. The applications will be picked up by the Camp Learning Center Staff.

*Each child will be given a physical examination prior to going to camp.

[illegible]

[illegible]

I HEREBY GIVE PERMISSION FOR MY CHILD, _____
_____ TO HAVE HIS/HER PICTURE TAKEN AND USED IN CONNECTION WITH THE CHAP QUARTER PICNIC. ALL PHOTOGRAPHS WILL BE SUPERVISED BY A. M. MEMBERS AND THE EXTRACURRICULAR ACTIVITIES CENTER STAFF AND WILL HAVE BEEN TAKEN FOR USE IN PUBLICITY OF CHIP MAIL.

_____
Signature of Parent/Guardian

_____
Address

_____
Date

BEST COPY AVAILABLE

[illegible]

NAME _____ DATE _____

Directions: Check off items as you pack and include this list in your suitcase.

CHECK	ITEM	CHECK
_____	shorts for each kid	_____
_____	blouses/shirts for each kid	_____
_____	pajamas and pillow case for each kid	_____
_____	each shoes	_____
_____	hats/	_____
_____	swim trunk	_____
_____	swim gloves	_____
_____	coat	_____
_____	underwear	_____
_____	toiletries	_____
_____	guns/holsters	_____
_____	shoe/brushes	_____
_____	cap/scarf	_____
_____	underwear	_____
_____	shoes (optional for everyone)	_____
_____	bathrobes (if needed)	_____
_____	other personal toilet articles	

[illegible]

CAMP SCHEDULE (Cont'd)

TUESDAY -- THURSDAY

12:00 -- 1:00	Lunch
1:00 -- 2:00	Enrichment Wednesday -- Douglass High School
2:00 -- 3:30	Academic Classes
3:30 -- 4:30	Reflections and Reinforcement

a. High School Counselors in Charge
b. Cabins or Out-of-Doors

4:30 -- 6:00	Recreational Activities

a. Same as on Monday

6:00 -- 7:00	Supper
7:00 -- 9:00	Movies, Dances, Stunt Night, and Children Theatre Group
9:00 -- 10:00	Personal Hygiene
10:00 --	Lights Out

BEST COPY AVAILABLE

BEST COPY AVAILABLE

APPENDIX D

EXAMEN SELECTIVO DE LENGUA ESPANOLA
(Spanish Language Placement Test)

Spanish-S
Experimental Edition

Este examen consta de 50 preguntas. Contéstolas lo más rápido posible. Si no sabe la respuesta a una pregunta, no se detenga; continúe con la pregunta siguiente. No escriba en este cuaderno. Escriba en la tarjeta especial para respuestas. Haga los ejemplos con el profesor.

Ejemplos

Seleccione la forma mejor para llenar el espacio en blanco, entre las dos respuestas a continuación.

1. La camisa está rota. ¿Me la puedes _____?

   A. coser B. cocer

La respuesta marcada A (coser) es la correcta. Llene el espacio junto a la letra A en la tarjeta.

Seleccione la forma mejor para llenar el espacio en blanco, entre las cuatro respuestas a continuación.

2. El femenino de el héroe es _____.

   A. la héroe C. la heroína
   B. la héroa D. la herona

La respuesta marcada C (la heroína) es la correcta. Llene el espacio en blanco junto a la letra C en la tarjeta.

NO ABRA EL CUADERNO HASTA QUE EL PROFESOR DIGA, "COMIENCEN."

PARTE I. Seleccione la forma mejor para llenar el espacio en blanco, entre las dos respuestas a continuación.

3. Lo dijo _____ todo el mundo.

   A. delante B. delante de

4. Da gusto dormir con _____ de hilo.

   A. sábanas B. sabanas

5. Se _____ el pelo en la peluquería.

   A. risa B. riza

6. Si te _____ en el sillón, no tendrás calor.

   A. meces B. meses

7. No importa que el _____ llegado tarde.

   A. haya B. halla

8. _____ hada bienhechora.

   A. el B. la

9. Esta tela es mala, pero ésta es aún _____.

   A. más peor B. peor

10. Ocupa el _____ lugar en la clase.

    A. veintidós B. vigésimo segundo

11. Mi pluma es buena, pero la suya es _____ que la mía.

    A. mejor B. más mejor

12. El femenino de el testigo es _____.

    A. la testigo B. la testiga

13. Son los que cantan _____.

A. peor B. peores

14. _____ lo que pueda.

A. Aré B. Haré

15. Son los que _____ hablan.

A. mejores B. mejor

16. Los daños del frió en el campo han sido este año _____ que los del año pasado.

A. menores B. mas pequeños

PARTE II. Seleccione la forma mejor para llenar el espacio en blanco, entre las cuatro respuestas a continuación.

17. Vi ese automóvil ayer pero el precio no me _____.

A. satisfacio
B. satisfizo
C. satisface
D. satisfecho

18. Anoche _____ cinco automóviles estacionados frente a la escuela.

A. hay
B. había
C. habían
D. hubieron

19. Cuando el niño se iba a acostar, su padre lo _____.

A. bendicio
B. bendicio
C. bendijo
D. bendecía

20. _____ muy feliz si tuviera salud.

A. sería
B. soy
C. fuera
D. seré

21. Tu _____ venir a vernos.

A. prometistes
B. prometiste
C. prometió
D. prometí

22. Me gustaría que _____ todos en la sala.

A. cupiera
B. cabieran
C. quepan
D. cupieran

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Parte III. Seleccione la forma mejor que indique cuál de las cuatro respuestas mejor define la palabra subrayada.

25. No pudo recuperar la perdida.

A. volver a conseguir
B. ponerse luto
C. retomar de nuevo
D. aumentar la cantidad

26. El hombre grabó el mensaje.

A. escribió
B. cambió
C. llevó
D. memorizó

27. La cisterna se quedó seca.

A. pozo artesiano
B. manantial subterráneo
C. depósito de agua lluviosa
D. cuenca de río

28. Los hombres merodeaban varios días por aquel sitio.

A. vacilaban
B. mendigaban
C. vagaban
D. merodeaban mucho

29. La vaca es un animal mansísimo.

A. que se alimenta con leche
B. que alimenta sus hijos con leche
C. que mama mas tiempo del regular
D. que come con apetito

30. Fue un mundo sólido que trajo a la conmbina.

A. sujeto a las circunstancias
B. repentino en las circunstancias
C. esperado en las circunstancias
D. planeado para las circunstancias

31. Se peligroso generalizar.

A. manejar soldados en una guerra
B. considerar muchas cosas en común
C. considerar muchas cosas una por una
D. actuar de jefe en una batalla

32. Después de la muerte de su hijo, perdió la casa.

A. dejó la casa prestada
B. dejó la casa alquilada
C. cambió la casa por otra
D. perdió la casa por no poder pagar

BEST COPY AVAILABLE

PARTE IV.

La casa de la familia Reyes queda en una montaña. Es muy bonita. Desde allí se ve el mar. También se ve la ciudad. Allí pasa Daniel unas vacaciones con su amigo Pepe.

Daniel corrió a saludar a su amigo Pepe. Después se bañaban. Entraron pasaron la noche contando y recordando cuentos. Daniel disfrutó mucho sus vacaciones.

10. Desde la casa de los reyes se ven

A. un río y el mar
B. la ciudad y el mar
C. un cerro y el mar
D. un lago y el mar

11. Daniel pasó unas vacaciones en casa de

A. su primo Pepe
B. sus tíos los Reyes
C. su abuelo, el señor Reyes
D. su amigo Pepe

12. Pasaron la noche

A. Callándose
B. contando cuentos
C. contando canciones
D. recordando a Daniel

PARTE V.

- Yo sé un secreto. Escucha. Como los secretos no se dicen, no lo voy a decir nada. ¡Es una alegría sorpresa!

- Bueno, Chiqui, vamos a ver la sorpresa.

- ¿Ves este árbol? El secreto está en el árbol. ¿Sabes qué es?

- Sí el secreto, Chiqui. Hay dos ruiseñores en el árbol. Están en el nido. ¿Qué bonitos son no?

- El nido es su casa. ¿Sabes quién hace el nido? Este es un nuevo secreto.

- Para mí no es un secreto. Yo sé que los pájaros hacen su nido. Trabajan y hacen su nido en el árbol.

- ¿Sabes cómo nacen los pajaritos? ¿A qué no lo sabes? Eso sí que es una sorpresa.

- Para mí no es un. Chiqui. Sé como nacen los pajaritos. Nacen de los huevitos. La mamá cuida los huevos. El papá cuida a la mamá.

13. El primer secreto es que

A. hay dos ruiseñores en un nido
B. hay un nido en la casa de los niños
C. hay dos pajaritos en un nido
D. hay dos nidos de pájaros en el árbol

14. Una sorpresa es

A. cómo los pájaros cuidan a sus hijos
B. cómo nacen los pajaritos
C. cómo los pájaros hacen su nido
D. cómo nacen los pajaritos

15. El papá cuida

A. los huevos
B. a la mamá
C. a los niños
D. el árbol

PARTE III.

Un día muy soleado nació un pollito una cascara fue.
Su talla era fuerte, y su sonido muy grande, como un disco.

Los pollitos lo miraban con desprecio. Ella era invisible, pero
no sentía triste al verse despreciada por las otras flores.
Ninguna era más bonita en el jardín. Pues no podía llorar.

Todos los animales se reían de la flor. Y la despreciaban
diciéndole -No te parezca a ninguna otra flor. Tu talla grande
y fuerte.

Aquellas despreciaba hacían sobre a la invisible flor. Un día
salió el sol y la dijo -Hoy veremos que hayas el milagro de preguntarte
la flor. Ella quería sobre y siendo despreciada por las demás.

01. La acción fue así

A. Talla grande y sonido muy fuerte
B. Talla fuerte y sonido grande
C. Talla sobre un disco
D. Sonido pequeño en forma de disco

02. Los animales despreciaban una flor, diciéndole que

A. la flor era bella y grande
B. creía ser más grande
C. parecía a otras flores
D. Siendo invisible

03. La flor salió sintió por

A. su humildad
B. aquellos despreciaba
C. su belleza
D. su tristeza

PARTE IV.

Una noche decidieron cada uno de los colectivos a reencontrarse.
Las diferencias incompletas y las palabras a propios en palabras
que les siguen. Marca entre cinco las que completan cada
afirmación con mayor corrección y rellena el espacio junto
a la letra correspondiente en la hoja.

Palabras ausentes :

Un animal de valle a las a hasta blanco sentó a la puerta
Sobre la torre de su abuelito larga y bonita, bellísima en
ella de los dioses. Su valle era azul y bonita la corriente.
Parecía el cielo de Arabia en las bellas noches. El nudo
era roja, como el mar de Egipto. Y el bellote en que se apoyaba
era de oro. Parecía en la con sus bonitas blancas de plata.
El verde en su presencia, los tres nunca se trataban. El
animal cerca con la tristeza de su valle a pensativa
la entrada dijo con suave alegría. ¿Pasa?

04. Cuando el animal apareció

A. Dirigía un nuevo azul brillado de estrellas.
B. Vivía nuevamente repleta
C. Siendo una blanca parecida al mar de Egipto por
su color rojo.
D. se apoyaba en un bellote grisáceo

05. El animal se apoyaba en un bellote de

A. oro
B. plata
C. Los dioses
D. bonita blanca

06. El animal de valle con

A. tristeza nuevo sentó a la puerta
B. sentó a su valle con tristeza
C. pensativa a los dioses que pasaban
D. la tristeza de presencia de las flores

[illegible]

[illegible]

[illegible]